2013-14 Child Outcome Data Reports for Three Rivers Head Start

The following information was collected on 176 children whom were enrolled in the fall, winter and spring:

**Gender of students:** 51% Girls 49% Boys

**Race:**
- 30% White
- 45% Hispanic
- 1% Asian
- 2% American Indian/ Alaskan Native
- 20% Black or African American
- 2% All other combinations

**IEP:**
- 82% without IEP
- 18% with IEP

**Age or Class/ Grade:**
- Preschool 3 (Green): 36%
- Pre-K 4 (Blue): 64%

**Primary Language:**
- 55% English
- 31% Spanish
- 23% Somali/ Nuer
- 1% Vietnamese

The overall program, goal for the 2013-14 program years, was for 85% of the children to be meeting or exceeding the widely held expectations (Meeting or exceeding the color band range for their age) set by the TS Gold assessment tool. The percentage of children meeting or exceeding the widely held expectations is displayed below:

**Children were assessed based on these standards for Teaching Strategies Gold (TS Gold):**

**Below Expectation:** Children are currently not performing at a typical developmental level for their age range or are below the color band set for their age in TS Gold.

**Meets Expectations:** Children are currently performing at a typical developmental level for their age range or are in the color band set for their age in TS Gold.

**Exceeds Expectations:** Children are currently performing above their typical development level for their age range or are above the color band set for their age in TS Gold.

### 2013-14 Percentage of Students in Colorbands -Full Program

![Graph showing the percentage of students in colorbands for Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics for Fall, Winter, and Spring.]
The below table shows the target scores for all developmental areas that were scored based on a 0-9 point scale. The target score for 3 year old students is where the green color band meets the blue color band. The target score for the 4 year old students is where the blue color band meets the purple color band. The target scores for three year old students and four year old students are expected, to meet the standards for their development is as follows:

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>Target Score for a 3 yr. old to Meet Expectations</th>
<th>Target Score for a 4 yr. old to Meet Expectations</th>
<th>Average target score for program to meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional</td>
<td>46</td>
<td>56</td>
<td>51</td>
</tr>
<tr>
<td>Physical</td>
<td>58</td>
<td>75</td>
<td>66</td>
</tr>
<tr>
<td>Language</td>
<td>43</td>
<td>53</td>
<td>48</td>
</tr>
<tr>
<td>Literacy</td>
<td>46</td>
<td>59</td>
<td>52</td>
</tr>
<tr>
<td>Cognitive</td>
<td>36</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>Mathematics</td>
<td>31</td>
<td>42</td>
<td>36</td>
</tr>
</tbody>
</table>

Full Program Year Data 2013-14
(Students in all 3 checkpoint periods)

- Social Emotional: Fall (43.33), Winter (51.20), Spring (57.86), Target Average Score (57.86)
- Physical: Fall (39.16), Winter (45.85), Spring (50.77), Target Average Score (50.77)
- Language: Fall (39.16), Winter (45.85), Spring (50.77), Target Average Score (48.00)
- Cognitive: Fall (43.72), Winter (52.00), Spring (58.34), Target Average Score (58.34)
- Literacy: Fall (32.30), Winter (45.66), Spring (56.19), Target Average Score (48.00)
- Mathematics: Fall (23.13), Winter (30.06), Spring (35.98), Target Average Score (30.06)
Social Emotional:

- Children will be able to show an increasing ability to manage their own emotions and behaviors.
  Teaching Strategies Gold: 1a, 1b, 1c, 3a
- Children will be able to show an increasing ability to form positive relationships with adults and peers.
  Teaching Strategies Gold: 2a, 2b, 2c, 2d, 3b

Social Emotional – Overall Program

Social Emotional – 3 yr olds

Social Emotional – 4 yr olds
**Language:**

- Children will be able to use words to express themselves, to understand language, follow directions, to have a conversation and to listen to stories in English or their native language.

  Teaching Strategies Gold: 8a, 8b, 9a, 9b, 9c, 9d, 10a, 10b
**Language:**

- Children, who are English Language Learners, will show progress in listening to, understanding and speaking English.
  
  Teaching Strategies Gold: 37, 38
**Physical Development & Health:**

- Children will be able to show use of fingers and hands in small movements, as well as using tools for writing and drawing.
  
  Teaching Strategies Gold: 7a, 7b

- Children will be able to show control of large muscles for movement, coordination, and balance.
  
  Teaching Strategies Gold: 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6b, 6c
**Cognition & General Knowledge:**
- Children will be able to show multiple ways to solve problems, problem solving skills, and symbolic thinking.
  Teaching Strategies Gold: 14a

**Approaches to Learning:**
- Children will be able to show a positive approach to learning through engagement, attentiveness, persistence, and curiosity.
  Teaching Strategies Gold: 11a, 11b, 11c, 11d, 11e
- Children will be able to express themselves through engaging with others through creative role play.
  Teaching Strategies Gold: 14b
**Literacy:**

- Children will be able to demonstrate Alphabet Knowledge through upper and lower case letter recognition, letter sounds and early writing skills.
  Teaching Strategies Gold: 16a, 16b, 19a, 19b

- Children will be able to demonstrate appreciation for books, awareness that language can be broken into syllables or smaller pieces of sound in words, rhyming and understanding of print concepts.
  Teaching Strategies Gold: 15a, 15b, 15c, 17a, 17b, 18a, 18b, 18c
Cognition & General Knowledge:

- Children will be able to show beginning math skills including spatial relationships, creating patterns and using math concepts through every day routines.
  Teaching Strategies Gold: 21a, 21b, 22, 23

- Children will be able to show beginning math skills including shape recognition, counting and connecting numbers to quantities.
  Teaching Strategies Gold: 20a, 20b, 20c
**Cognition & General Knowledge:**

- Children will engage in exploring their environment through observation, manipulation, making predictions, comparisons, classifying and communicating their findings to others.

  Teaching Strategies Gold: 12a, 12b, 13, 24
**Cognition & General Knowledge:**

- Children will engage in exploring their environment through observation, manipulation, making predictions, comparisons, classifying and communicating their findings to others.  
  - Teaching Strategies Gold: 12a, 12b, 13, 24
English Versus Non-English Students 2013-14 Program Year

<table>
<thead>
<tr>
<th>Social Emotional</th>
<th>Physical</th>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall English</td>
<td>Fall DLL</td>
<td>Winter English</td>
<td>Winter DLL</td>
<td>Spring English</td>
<td>Spring DLL</td>
</tr>
<tr>
<td>44.32</td>
<td>50.76</td>
<td>57.43</td>
<td>58.42</td>
<td>61.14</td>
<td>70.58</td>
</tr>
<tr>
<td>43.13</td>
<td>57.18</td>
<td>58.18</td>
<td>61.64</td>
<td>71.35</td>
<td>76.86</td>
</tr>
<tr>
<td>45.00</td>
<td>58.12</td>
<td>61.50</td>
<td>63.90</td>
<td>69.20</td>
<td>71.10</td>
</tr>
</tbody>
</table>

2013-14 Program Year - 4 yr olds in the program for 1 year versus 2 years

<table>
<thead>
<tr>
<th>Social Emotional</th>
<th>Physical</th>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year w/ HS Fall</td>
<td>2nd yr. 4 yr w/ HS Fall</td>
<td>1st year w/ HS Winter</td>
<td>2nd yr. 4 yr w/ HS Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.21</td>
<td>50.76</td>
<td>57.43</td>
<td>58.42</td>
<td>61.14</td>
<td>70.58</td>
</tr>
<tr>
<td>43.13</td>
<td>57.18</td>
<td>58.18</td>
<td>61.64</td>
<td>71.35</td>
<td>76.86</td>
</tr>
<tr>
<td>45.00</td>
<td>58.12</td>
<td>61.50</td>
<td>63.90</td>
<td>69.20</td>
<td>71.10</td>
</tr>
</tbody>
</table>

Target Average Score

<table>
<thead>
<tr>
<th>Social Emotional</th>
<th>Physical</th>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.32</td>
<td>50.76</td>
<td>57.43</td>
<td>58.42</td>
<td>61.14</td>
<td>70.58</td>
</tr>
<tr>
<td>43.13</td>
<td>57.18</td>
<td>58.18</td>
<td>61.64</td>
<td>71.35</td>
<td>76.86</td>
</tr>
<tr>
<td>45.00</td>
<td>58.12</td>
<td>61.50</td>
<td>63.90</td>
<td>69.20</td>
<td>71.10</td>
</tr>
<tr>
<td></td>
<td>2013-14 Program Year - Attendance 85% or better Vs. Less than 85% (4 yr olds)</td>
<td>2013-14 Program Year - Attendance 85% or better Vs. Less than 85% (3 yr olds)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85%+ Attendance Fall</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 85% in Winter</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85%+ Attendance Spring</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 85% Spring</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Round Avg of 85%+</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Round Avg of less than 85%</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target Average Score</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2013-14 Spring Data Summary

Three Rivers Community Action, Inc. Head Start, maintained an enrollment of 196 students during all three checkpoint periods and 176 of those students were able to be included in the data. Mathematics and Literacy continue to be areas that predict a child’s success in Elementary. In reviewing the data, we are able to see that student made gains in all area with the greatest gains being made in Literacy and Mathematics.

Percentage of Gain- Fall to Spring

<table>
<thead>
<tr>
<th>Social Emotional</th>
<th>Physical</th>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.53%</td>
<td>25.30%</td>
<td>29.64%</td>
<td>33.44%</td>
<td>73.96%</td>
<td>55.56%</td>
</tr>
</tbody>
</table>

We also learned that we have our Target Score for our program set higher than the recommended score set by TS Gold and MHSA. Here is how our scores compare to the target scores for TS Gold, MHSA and our own target score:

4 year old Target Score Comparison

<table>
<thead>
<tr>
<th>Social Emotional</th>
<th>Physical</th>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>66</td>
<td>76.42</td>
<td>50.77</td>
<td>58.1</td>
<td>56.25</td>
</tr>
<tr>
<td>52</td>
<td>66</td>
<td>75</td>
<td>53</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>66</td>
<td>57.72</td>
<td>55</td>
<td>59</td>
<td></td>
</tr>
</tbody>
</table>

Final Scores:

Social Emotional: 35
Physical: 36
Language: 42
Cognitive: 35.92
Literacy: 35
Mathematics: 36
So as you can see if you look at the scores set by the assessment tool, we are reaching the target scores and in most cases we are reaching the target scores for MHSA as well, but we are setting a higher standard for ourselves as a program and we are striving to reach that goal every time. In reviewing our scores, we will be looking further into individual child and classroom scores to make sure classrooms are making gains as well. We did not see the gains as much from Winter to Spring this year as we have in the past and are re-evaluating the Mathematics area, since the scores for four year olds barely met the TS gold target score and was below the MHSA target score as well as our own. We will be making changes in our lesson plans to document how we are increasing mathematics in our program.

**2013-14 Winter Data Summary:**
Three Rivers Community Action, Inc. Head Start, maintained an enrollment of 196 students during the fall and winter checkpoint periods and 187 of those students were able to be included in the data. Mathematics and Literacy continue to be areas that predict a child’s success in Elementary. In reviewing the data, we are able to see that student made gains in all area with the greatest gains being made in Literacy and Mathematics.

![Percentage of Gain- Fall to Winter](chart)

We were also able to see that in the area of literacy, 2nd year four year old students were scoring 37.3% higher than our 1st year four year olds showing the importance starting students earlier in their education. Boys and girls are showing similar scores in all assessment areas with very minimal variation in their scores. Our English Language Learners are also performing closer to our English speaking students this year with only a 3-4 point difference in the areas of Math and Literacy.

**2013-14 Fall Data Summary:**

Three Rivers Community Action, Inc. Head Start, maintained an enrollment of 197 students during the fall checkpoint period and 196 of those students were able to be included in the data. Mathematics and Literacy continue to be areas that predict a child’s success in Elementary school. In reviewing the data the students this year are coming in significantly lower than the past two program years. The students are scoring the following percentages lower in the various areas:

- Social Emotional: -5%
- Physical: -6%
- Language: -5%
- Cognitive: -3%
- Literacy: +4%
- Mathematics: +4%

Mathematics and Literacy have a higher score that the previous year.

**History:**
Three Rivers Community Action, Inc. Head Start program upgraded their assessment program to Teaching Strategies Gold in 2011. The upgrade was made to keep up with the new requirements and the need to produce data in a timelier manner. Three Rivers Community Action, Inc. Head Start program is a member of Minnesota Head Start Association Quality Assessment User Group. The user group made the recommendation to switch to this tool in order to be part of the state wide School Readiness data collection. We are continuing to use Creative Curriculum for Preschool, produced by Teaching Strategies Inc., as the official curriculum for Three Rivers Head Start program. Teachers are also using the Second Step curriculum for additional support around the Social Emotional Development area. In the Fall of 2012, teachers completed the online certification for Inter-rater Reliability through TS Gold. This will insure that data is accurately rated and will help with the overall validity of the data. After the finalization of data in Fall of 2012, Data Debriefs were held after each checkpoint period to relay information to teachers within a week of finalization. Teachers were also given a tool and information on how to look at their data to create a plan for their classroom. In the winter of 2012-13 we started providing information to teachers about children that were the highest at risk for not being ready for Kindergarten. In the Fall of 2013, all staff received training on Creative Curriculum 5th Education for Preschool, and started implementing the curriculum in their lesson planning. This information was based on data received from the MHSA analyst who focused on a targeted score for students going into Kindergarten as well as risk factors. At the end of the program year teachers were able to receive individualized classroom data based on information that we learned from the MHSA Quality User Group on how to provide data reports in a timelier manner. The reports will be implemented at all check points next year and additional data will also start to be analyzed with the outcomes data (attendance, in-kind, PCFE outcomes, etc.).